



**Information for Participants**  
**AB 466 and Advanced Reading Institutes, K-6/**  
**Reading First Institutes, K-3**  
**2004-2005**

## **COURSE REQUIREMENTS - ADVANCED I 4-6 OPTIONS**

**4 Qtr. Units**                      **Course No. X 324.308F**  
**Pass, No Pass**                **ADV I 4-6: Research-based Methods for Vocabulary Development**

**Instructor: Alice R. Furry, Ph.D.**

### **Course 1:**

**Content:** Introduces and examines the scientific research on how students acquire word knowledge; Analyzes the effects of reading difficulties on vocabulary learning; Defines incidental word learning; Proposes methods of teaching vocabulary acquisition; and Instructs about the use of independent reading for fostering vocabulary development.

**Course Requirements:** It is expected that the student will complete all of the following requirements to receive 4 quarter units and a grade of PASS:

1. Attend the morning and afternoon sessions of the five-day Institute, approximately 6 hours a day for 30 hours of training;
2. Complete the four daily independent study work assignments, approximately 10 hours of study and written work;
3. Participate fully in the Institute activities each day;
4. Write a 350-word essay that focuses on how vocabulary instruction is taught through the district's adopted reading-language arts program at your grade during the first six weeks of school. The essay should address how vocabulary development is addressed in the program; and should discuss the initial problems with teaching vocabulary and how you resolved these problems through your enactment of lesson preparation, lesson delivery, and reflection on student evidence of success.
5. Read Chapter 5, pp. 93-113, in Joanne F. Carlisle and Melinda S. Rice, *Improving Reading Comprehension: Research-Based Principles and Practices* (2002), Baltimore, Maryland: York Press. [Reprints Provided].
6. Write a 350-word essay to discuss the scientific research findings on vocabulary acquisition; explain why struggling students have difficulties in vocabulary development; and review significant methods for teaching vocabulary.

### **4-unit Essay On-line Submission Guidelines:**

Submit on-line at [www.csbe.ca.gov/ucla](http://www.csbe.ca.gov/ucla). Visit this website for a full explanation of the online essay submission system and frequently asked questions.

When submitting on-line, be prepared to supply the following information:

First name, Last name, Contact phone number

District, School

Email address (required for grade notification)

UCLA course number, UCLA registration number  
Social Security Number or UCLA ID number  
Completed Essays

**Submission Deadlines:**

Spring term Essay Submission by June 30, 2004, for participants attending a 40-hour Institute March 1, 2004-April 30, 2004.

Summer term Essay Submission by November 26, 2004, for participants attending a 40-hour Institute May 1, 2004-October 15, 2004.

Winter Term Essay Submission by May 27, 2005, for participants attending a 40-hour Institute November 1, 2004-March 31, 2005.

**Grade/Transcript Guidelines:**

Your email address will be used to notify you when your grade is posted, along with instructions on how to access your grade and request a transcript.



## **COURSE REQUIREMENTS - ADVANCED I 4-6 OPTIONS**

**8 Qtr. Units**

**Course No. X 324.308P**

**Pass, No Pass**

**ADV I 4-6: Research to Practice for Vocabulary Instruction**

**Instructor: Alice R. Furry, Ph.D.**

### **Course 2:**

**Content:** Examines the relationship between vocabulary knowledge and reading comprehension; Presents research studies on how many words students know; Discusses how students learn words from context and what it means to “know” words; Provides general principles for teaching a word; Offers procedures for teaching word meanings as concepts; Summarizes the research on the teaching of word meanings.

**Course Requirements:** The student is expected to complete all of the following requirements to receive 8 quarter units and a grade of PASS:

1. Complete a total of 80 hours required for the Passport Portfolio program of the AB 466 or Reading First Institute.
2. Write a 350-word essay on major insights on how well students are handling vocabulary development and select one or two students to elaborate on how you have worked with students who demonstrated weakness in this skill domain (to be written after the 30<sup>th</sup> week of school).
3. Read Steve A. Stahl, *Vocabulary Development* (1999), Newton Upper Fall, Maine: Brookline Books (all chapters, pp. 3-52) [Paperback Provided].
4. Write a 400-word essay which states the relationship between vocabulary knowledge and reading comprehension; reviews the principles of teaching a word; and how it is possible to teach word meanings as concepts..

### **8-unit Essay On-line Submission Guidelines:**

Submit on-line at [www.csbe.ca.gov/ucla](http://www.csbe.ca.gov/ucla). Visit this website for a full explanation of the online essay submission system and frequently asked questions.

When submitting on-line, be prepared to supply the following information:

First name, Last name, Contact phone number

District, School

Email address (required for grade notification)

UCLA course number, UCLA registration number

Social Security Number or UCLA ID number

Completed Essays

### **Submission Deadlines:**

Spring term Essay Submission by March 25, 2005, for participants attending a 40-hour Institute March 1, 2004-April 30, 2004.

Summer term Essay Submission by July 15, 2005, for participants attending a 40-hour Institute May 1, 2004-October 15, 2004.

Winter Term Essay Submission by August 19, 2005, for participants attending a 40-hour Institute November 1, 2004-March 31, 2005.

**Grade/Transcript Guidelines:**

Your email address will be used to notify you when your grade is posted, along with instructions on how to access your grade and request a transcript.

**General Information Available at the Information Desk**